An Inventory of Early Intervention Program Models for the Prevention of Juvenile Crime

A JUVENILE CRIME PREVENTION PROJECT

Province of British Columbia
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An Inventory of Early Intervention Program Models for the Prevention of Juvenile Crime

Policy Planning Branch
Ministry of Attorney General

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ABSTRACT

As part of the Juvenile Crime Prevention Project, funded jointly by the Special Projects Division of the B.C. Ministry of Attorney General and the Solicitor General of Canada, the Research and Evaluation Division undertook to compile an inventory of juvenile delinquency prevention programs described in North American literature. This inventory includes a brief description of selected program models, their implementation requirements, and their relative effectiveness. The inventory is designed for use by government officials, community professionals, program administrators, and youth workers.

Although not exhaustive, the inventory presents a variety of program models covering a broad range so that users of the manual will become aware of the possibilities for juvenile delinquency prevention programming. Programs which integrate several different prevention models have been included as have smaller programs with a much narrower focus.

Introduction

This inventory was compiled in response to a need for a convenient reference source on programs aimed at juvenile crime prevention. A directory containing delinquency prevention program models along with their implementation requirements, characteristics, and relative effectiveness can be useful to government officials, community professionals, and other groups. Those who require such information generally lack the time to review the literature, and often such a search, once undertaken, results in more confusion than clarity. This is due in large part to the abudance of conflicting evaluative statements and the diversity of preventive measures that have evolved.

A number of other uses can be made of a reliable guide to thetypes of juvenile crime prevention programs that have been instituted. Program administrators wanting to revamp existing prevention programs will find this directory useful in identifying workable components in similar programs. Professionals wondering what types of resources exist elsewhere for the treatment of youths with particular problems might refer to this source. Program planners will find such a document suggestive, in that it identifies a wide variety of programs, some of which may not have been considered. The primary goal of this directory, therefore, is to provide comprehensive coverage of a variety of program types. This inventory is not exhaustive, but covers as many topic areas as possible within the rubric of prevention.

I. Choosing Programs

The programs listed within this directory cover both broad, integrated models and types with a narrower focus. This resulted

from an examination of those projects which seemingly have been most effective in juvenile delinquency prevention. It became apparent that often the most successful programs were broadly based efforts making use of ideas from a number of models. For example, a community-wide attack on juvenile delinquency may inlcude police-school liaison programs, target hardening strategies, youth employment training and placement, along with recreational activities, family counselling, and foster parenting facilities. Clearly, such a program is not easily categorized. Since it is the general aim of program designers to make programs as effective as possible within their budgetary and resource constraints, programs are seldom confined to one category of preventive effort - especially when generous funding is available. In order to offer a directory that is useful to planners with different needs and resources, a variety of types of prevention efforts are included.

A related issue in choosing programs for inclusion is the type of evaluative data available. Most of the integrated programs have not been subjected to well controlled experimental or quasi-experimental measurement of their effectiveness. Where they have been evaluated, studies have frequently been poorly designed or have not looked at the project's effect on the prevention of juvenile delinquency, either because this was a minor aim or it was considered too difficult to measure.

An extensive perusal of the program evaluations published in this area reveals that much of the literature deals only with components of particular programs or the validation of particular theoretical concerns or treatment techniques. While these are

certainly of some interest to workers in the field and to program planners, often a more pressing concern for planners is discovering not only what sort of therapeutic technique, for example, works best within the program, but also what works best in terms of attacking a whole problem.

The focus of this document is on examining the models which may be useful in program planning. This necessarily excludes some of the most rigorous evaluations because those tightly controlled and executed studies were often of the type mentioned above; that is, they looked at only a relatively minor component of the program itself, or they artificially imposed a particular treatment for the duration of the evaluation and assessed treatment effects rather than those of the program as a whole. Therefore, given a limited amount of space, selection of programs for inclusion involved a consideration of their applicability to the planning of juvenile delinquency prevention programs. Toward this end, relatively more space has been devoted to programs that use an integrated approach to prevention of delinquency, whether or not they represent the most astringently evaluated projects.

Availability of evaluative data resulted in most of the programs included in this inventory being from the United States. This is due to the relatively fewer number of programs implemented in Canada, and to a dearth of evaluations of Canadian programs. It should be noted, finally, that an additional volume on juvenile crime prevention programs specific to B.C. has been produced; materials presented therein are not duplicated in this volume (See Douglas, J. "Juvenile Crime Prevention Programs in British Columbia," Ministry of Attorney General, 1982).

II. Level of Prevention

A further issue in the selection of programs for review concerns the level of program prevention or intervention. Juvenile crime can be attacked at a number of levels and from a variety of points of view. There are essentially two sub-issues here. One involves a definition of prevention and secondly, within that definition, what is the primary level of prevention.

Many sorts of programs aimed at changing the behaviour of youths exist in North America. These programs have been developed and implemented within a variety of contexts and from a number of theoretical perspectives. They range from pre-natal care and pre-school social training regimes at one extreme to incarceration at the other. Clearly, not every program for young people can or should be included here so it is necessary, at some point, to set appropriate limits. These limits have been determined by the definition of crime prevention used in this inventory.

Much of the existing literature defines crime prevention in terms of the primary, secondary, and tertiary intervention model developed by Brantingham and Faust (1976). While this system provided a much needed means of bringing order to chaos within the literature, difficulties arise because of the variety of different interpretations possible with the Brantingham and Faust model. In effect, instead of being a tool to promote communication among researchers and program managers in the field, this system is often more confusing in the end. The Edelman and Rowe (1982) system presented in this inventory attempts to remove, from the justice system's perspective, ambiguity concerning the classification of crime prevention strategies.

The model (see Appendix I) presents a perspective on crime prevention in which activities are separated into five levels, labelled zero to four, in terms of their point of entry into the justice system. Level Zero is labelled pre-crime prevention; the name chosen and its accompanying zero-order level make apparent the authors' position on crime prevention. Programs listed at Level Zero are not considered within the responsibility of the criminal justice system. The primary aim of the programs at this level is improvement in the quality of life, with crime prevention as a possible but not a major intention.

Programs at Level I are concerned with increasing socially responsible, law abiding attitudes and behaviour and with avoiding the development of criminal activity - an area of concern which the justice system can address. Toward this end, changing or maintaining juvenile attitudes, for example, or modifying environmental influences are important.

Level II is concerned with "high risk" offence groups, factors, or individuals or with high probability victims. Although specific and chargeable offences are not identified at this point it is likely, for example, that youths are engaging in some peripheral delinquent activities. The goal of this level of prevention is to ensure that juvenile pranks and troublesome behaviour do not escalate into actual criminal activity.

Programs at Level III are mainly concerned with first or minor offenders and their victims. Here, police or others attempt to address the problem without official processing through the judicial system or further entry into the criminal justice system. Although a crime has occurred, charges have been either suspended or are

absent and the alleged offender has voluntarily agreed to diversionary measures. Level IV intervention is concerned with post-charge or post-court offenders or both. (Levels III and IV are distinguished by the fact that Level III requires the voluntary and non-coercive participation of first and/or minor offenders, while Level IV programs have a coercive nature.)

The activities found in Level IV are within the parameters of the traditional criminal justice system and accordingly Level IV is identified by the authors as post-crime prevention. Thus Levels Zero to IV can represent the extremes of an open-ended definition of the prevention of crime. However, the authors state that the three central Levels are the only ones which may be considered preventive and go on to argue that including Level III is questionable since it falls outside a "pure" definition of crime prevention as any organized activity which aims at keeping unlawful behaviour from occurring originally. Nevertheless, since the three central levels deal directly with preventing or at least minimizing entry into the court-related justice system itself, and since many program managers and planners would consider Level III programs preventive they are included in this inventory.

A number of programs containing interesting juvenile crime prevention strategies also may deal with Level IV youths. Although these programs have been included, their preventive function is of first concern here and the Level IV aspect of the program is considered incidental to the clearly preventive aspects. The Edelman and Rowe model makes a further distinction between the potential offender or potential victim as the focus for prevention programming at most of the four levels of intervention. However,

this distinction will not be used in this inventory since this inventory is concerned primarily with prevention strategies to deal with potential and minor delinquent offenders. No programs have been listed in this inventory for the potential victims of juvenile crime.

III. Program Descriptions

Program descriptions in this inventory have been organized according to the focus of the service, the type of service provided, and the level of prevention of the program. There are sections describing Level I, II and III programs further categorized according to whether the focus is on 'Direct Service', 'Indirect Service', or 'Opportunity Reduction'. The types of programs considered a Direct Service include such activities as counselling and employment training/placement. Indirect Service refers to programs dealing with changes in legislation, the coordination of a number of community programs, etc. Opportunity Reduction programs concentrate their efforts on such activities as target hardening and surveillance. This organization of prevention programs by focus and type should facilitate comparison among similar programs. In some instances programs could not be categorized into one level of prevention; the program might emphasize equally non-offenders, at risk offenders and first offenders. Sections are included on programs with overlapping levels of prevention and a mixture of direct, indirect and opportunity reduction programming.

Each program is described in terms of its activities, goals, duration, target group and any evidence of effectiveness.

For some programs very little information was available at the time of writing, or a program was only slightly different

from another for which a more complete description was included. In either case, a number of programs have been listed together under general headings (e.g. vandalism) and have not been entered in the Table of Programs discussed in the following section.

Full documentation and evaluation reports were seldom available, therefore, descriptions of programs and summaries of evaluations are usually second hand. No claim to originality is made on the part of the author since the task was to consolidate existing information into a brief summary. Wherever possible, quotes are referenced and important reference sources are provided so that a more detailed account can be acquired by interest readers.

IV. Table of Programs

A brief description of the categories within the Table of Programs (See pp. 14-18), along with their abbreviated headings has been provided to highlight key characteristics of each program reviewed and to facilitate a comparison of programs. This Table basically summarizes the programs described in the text of the inventory. Following is a description of the various sub-categories used:

1. LEVEL OF INTERVENTION

The five levels included here correspond to those in the previously described Edelman and Rowe model of prevention. As stated earlier, Levels I-III are most clearly preventive and, therefore, most programs included here fall within that range.

Level 0 = Societal Well Being (Soc. Wel.)
Level I = Social Responsibility (Soc. Resp.)
Level II = At-Risk Intervention (At-Risk)
Level III = First Entry Intervention (First Entry)
Level IV = Prevention of Recidivism (Prev/Rec.)

2. TARGET

This refers to what the program focuses on: i.e., individuals families, the community, peer groups, institutional settings or the physical environment. Most of the categories except the 'institutional' category are self explanatory. Institutional programs include both actions taken at the administrative level (e.g., new rules or statutes within schools or government) and at a more direct level within the institution (e.g., teacher effectiveness training).

Gen. Community = General Community
Non-Human = Non-Human Physical (i.e. buildings, etc.)
Inst'l = Institutional (i.e. schools or governments etc.)

3. PROGRAM ACTIVITIES

A. Direct Service/Programs

This category of program activities involves direct delivery of service by the program to a specified target population (e.g., the juvenile and family).

Counselling: This covers all types of professional and non-professional counselling including family, individual, groups, lifestyle, peer, formal psychotherapy and school counselling related to lifeskills.

Employment Training and Placement: (Employment Train/Place) This includes all types of vocational training, including actual vocational skills and the development of social and communication skills necessary in a work situation. Job search and placement are included under this heading.

Recreation: This includes sports and cultural activities and extra-curricular school events.

Behaviour Modification: This refers to all activities where reward or punishment is involved in order to shape a certain behaviour.

Examples of this are payment for working, public ridicule for delinquent behaviour, and praise or prizes for ceasing negative behaviours.

Education: This refers to purely educational activities, either traditional upgrading, tutoring or instruction about laws or drug use, etc.

Reparation: This refers to direct repayment of money stolen, payment for damage to buildings, etc., or "working-off a debt" through community involvement and/or various types of work.

B. Opportunity Reduction Programs

This category of program activity seeks to prevent delinquency by making it more difficult or less desireable for a crime to be committed.

Environmental Engineering: (Environ. Engineering) This involves a change in the environment so that it is a less likely or a less attractive target to be vandalized. Examples of this are painting buildings, maintaining gardens and lawns, installing low fences and hedges which 'delineate territory' and a variety of other psychological (as distinct from 'actual physical') deterrents.

Target Hardening: This refers to the practice of making alterations to the victim or target in order to increase security and make it more difficult for a crime to be committed against them. Such activities as installing alarms, building secure fences and increasing lighting have been carried out toward this end.

Surveillance: (Surveil.) This includes all activities directed toward either a potential victim or potential delinquent which result in watching for and reporting suspicious criminal activity, and guarding property or potential victims.

C. Indirect Service/Programs

This category of program activities involves delivery of services at a level different from that where the effect is ultimately expected. The individual or family may be seen as the final beneficiary of the action, but the activities are indirect and do not deal specifically with the individual or family.

System Modification: This involves changes in institutional activities and institutional structures or laws such that the aim of the change is to reduce delinquent behaviour (e.g. increased money available to families of 'at-risk' youths; administrative changes in schools; increased staff committment to a school or community centre).

Community Program Coordination: (Comm. Prog. Coord.) This refers to activities that attempt to increase communication and interaction among various services within a community or larger area, in order to maximize benefits to juveniles.

4. LOCATION

This section simply indicates whether the particular program was implemented in a rural location, small town or city setting.

5. EFFECTIVENESS

This section indicates what type of evaluation, if any, was conducted and the nature of the findings. Very briefly, an impact study is one where the program has been evaluated in terms of its actual outcome (e.g., has it affected the juvenile crime rate or recidivism). The two designs which provide the most definitive results in impact studies are the experiment and quasi-experiment. A process evaluation looks at the delivery of services and how the program functions (e.g., does it provide the services

that it set out to deliver). (Users of the directory wanting a fuller explanation of the evaluation designs and/or criteria used here for classifying programs under impact versus process studies may refer to "The Evaluation of 'Operational' Social Service Programs: Major Issues and Implications for Juvenile Delinquency Prevention Programs", W. Rowe, 1981. Research and Evaluation Division, Policy Planning Branch; Ministry of Attorney General, Vancouver, B.C.)

V. Concluding Statement

An attempt has been made to maximize the usefulness of this directory. The inclusion of the Table of Programs and the grouping of program descriptions under Levels of Intervention with various subcategories was intended to allow easy access to as much information about program types as possible. As a result, users who are interested primarily in program characteristics and those whose first concern is, e.g., client characteristics should find the Table of Programs and the discrete sections summarizing progams equally helpful in identifying program models appropriate to their needs.

TABLE OF PROGRAM CHARACTERISTICS

Program Type	Specific Program	Level of Intervention					Target						Program Activities													Location			Effectiveness									
													Direct Services						Opportunity Reduction			Indirect Services							Impact Study				Process Evaluation				No Evaluation	
		Soc. Wel. (0)	Soc. Resp. (1)	At - Risk (2)	First Entry (3)	Prev/Rec (4)	Individual	Family	Com. Community	Peer Group	Non-Human	Inst'l	Counselling	Employment Train/Place	Recreation	Behaviour Modification	Education	Reparation	Environ. Engineering	Target Hardening	Surveil.	System Modification	Comm. Prog. Coord.	Other	Rural	Small Town	Large City	Positive	Promising	Negative	Unknown/ Ambiguous	Positive	Promising	Negative	Unknown/ Ambiguous	Promising	Doubtful
Area Project	Pomona Valley Juvenile Diversion Project			X	X		X	X				X	X	X	X	X	X						X				X				X						
Area Project	Berkeley Youth Alternatives			X			X	X				X	X	X		X										X	X					X					
Area Project	Youth Community Development Project		X	X					X			X										X	X		X	X			X				X				
Area Project	Youth Service Bureau—California			X	X	X	X	X					X									X	X	X			X										
Advocacy	Teacher's Corps-Youth Advocacy		X				X		X	X	X	X	X				X		X			X		X			X				X						
Crisis Inter/ Advocacy	Country Roads			X			X	X		X			X				X							X	X	X	X	X				X					
Family Crisis Counselling	Home-builders			X				X					X				X										X		X								

continued...

Program Type	Specific Program	Level of Intervention					Target						Program Activities												Location			Effectiveness									
													Direct Services						Opportunity Reduction			Indirect Services						Impact Study				Process Evaluation				No Evaluation	
		Soc. Wel. (0)	Soc. Resp. (1)	At - Risk (2)	First Entry (3)	Prev/Rec (4)	Individual	Family	Gen. Community	Peer Group	Non-Human	Inst'l	Counselling	Employment Train/Place	Recreation	Behaviour Modification	Education	Reparation	Environ. Engineering	Target Hardening	Surveil.	System Modification	Coms. Prog. Coord.	Other	Rural	Small Town	Large City	Positive	Promising	Negative	Unknown/ Ambiguous	Positive	Promising	Negative	Unknown/ Ambiguous	Promising	Doubtful
Counselling Support	Partners			X	X		X						X		X		X									X	X		X							
Counselling Integrated	PRIDE		X				X	X		X			X		X												X		X							
Counselling Group Encounter	The Encounter Program		X	X			X						X														X	X								
Counselling Family	Western States Youth and Family Institute				X		X	X					X													X	X	X								
Social Casework - Family	In-Home Family Support Service			X				X					X				X							X			X		X							
Social Casework	Seattle Atlantic Street Centre			X			X	X					X		X									X			X			X						
Target Hardening	Lights Out			X			X	X			X									X	X						X	X								
CPTED	Elk Grove Vandal Watch			X							X										X					X									X	

continued...

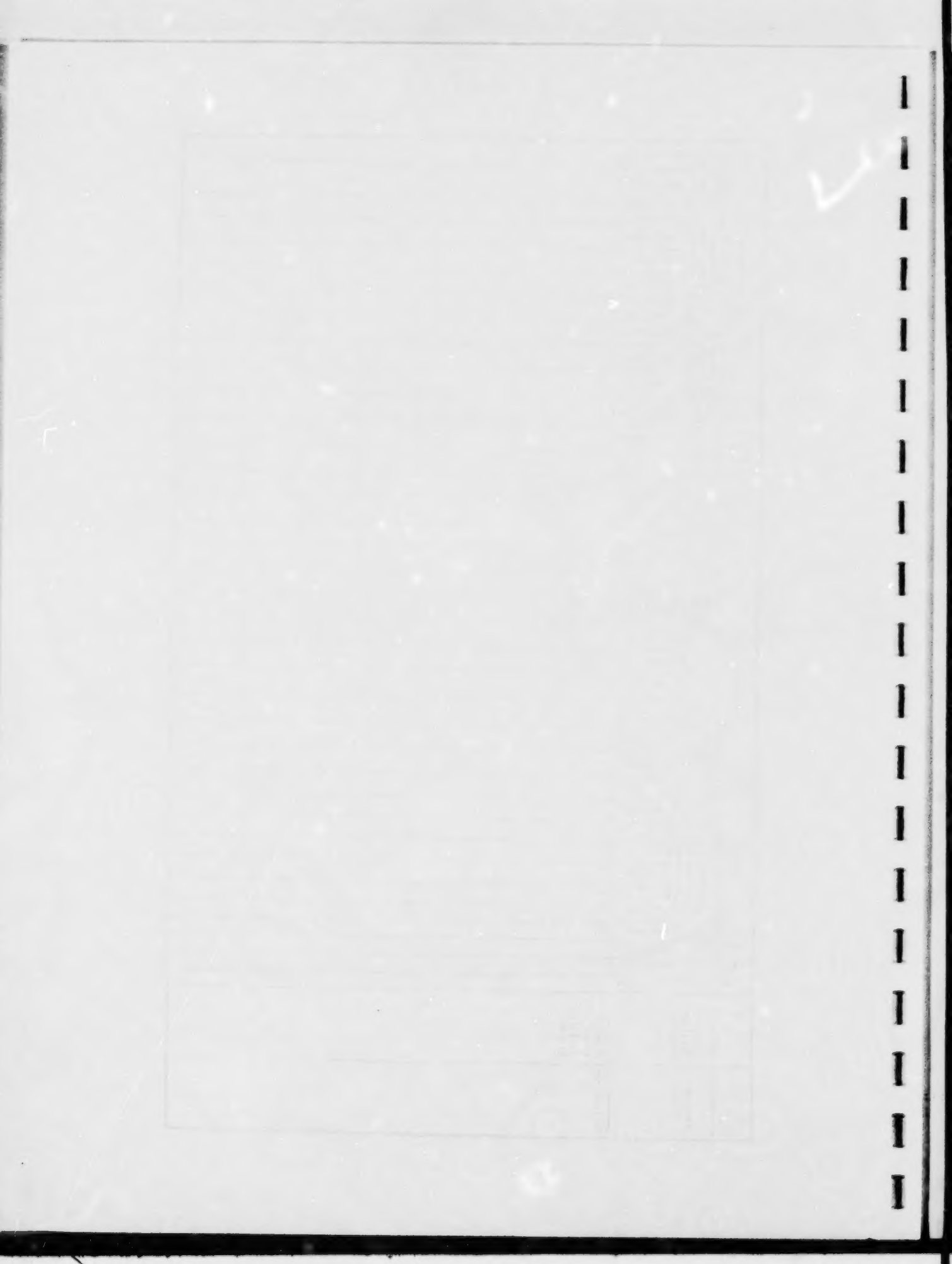
Program Type	Specific Program	Level of Intervention					Target						Program Activities														Location			Effectiveness									
													Direct Services						Opportunity Reduction			Indirect Services									Impact Study				Process Evaluation				No Evaluation	
		Soc. Wel. (0)	Soc. Resp. (1)	At - Risk (2)	First Entry (3)	Prev/Rec (4)	Individual	Family	Com. Community	Peer Group	Non-Human	Inst'l	Counselling	Employment Train/Place	Recreation	Behaviour Modification	Education	Reparation	Environ. Engineering	Target Hardening	Surveil.	System Modification	Com. Prog. Coord	Other	Rural	Small Town	Large City	Positive	Promising	Negative	Unknown/ Ambigous	Positive	Promising	Negative	Unknown/ Ambigous	Promising	Doubtful
CPTED	East Maple Park Project			X						X	X										X						X									X	
CPTED	Community Crime Prevention Program			X				X	X		X						X			X	X						X	X									
Police/ Counsellor Liaison Family Counselling	The Juvenile Services Project				X			X					X														X				X						
School - Alternate Education	Project 7001 Inc.			X			X	X		X			X	X		X	X										X				X						
School - Alternate	The Alternative Learning Project		X				X					X	X	X			X					X					X	X				X					
School Information/ Education	National Street Law Institute		X				X										X										X										
School: Problem Solving	The Peer Culture Development Program		X				X			X			X														X	X								X	

continued...

Program Type	Specific Program	Level of Intervention					Target						Program Activities													Location			Effectiveness									
													Direct Services						Opportunity Reduction			Indirect Services								Impact Study				Process Evaluation				No Evaluation	
		Soc. Wel. (0)	Soc. Resp. (1)	At - Risk (2)	First Entry (3)	Prev/Rec (4)	Individual	Family	Gen. Community	Peer Group	Non-Human	Inst'l	Counselling	Employment Train/Place	Recreation	Behaviour Modification	Education	Reparation	Environ. Engineering	Target Hardening	Surveil.	System Modification	Comm. Prog. Coord.	Other	Rural	Small Town	Large City	Positive	Promising	Negative	Unknown/ Ambiguous	Positive	Promising	Negative	Unknown/ Ambiguous	Promising	Harmful
School Problem Solving	Student Management Team Program		X				X	X		X		X	X											X			X	X				X					
School Problem Solving	Berrien County School Seminar Project			X								X										X					X		X								
School Onsite Vocational	Experience Based Career Education		X				X						X	X		X	X										X	X									
School Onsite Vocational	The Greenhouse Program			X			X						X	X			X										X	X									
Employment	Police Cadets			X			X							X		X											X								X	
Employment	Neighborhood Youth Corps.			X	X		X						X	X		X											X			X						
Employment	National Supported Work Demonstration				X	X	X							X		X									X	X	X				X	X				
Recreational	Glastonbury Creative Experiences		X				X								X		X										X									

continued...

Program Type	Specific Program	Level of Intervention: Soc. Vol. (0)	Soc. Resp. (1)	At - Risk (2)	First Entry (3)	Prev/Rec (4)	Target: Individual	Family	Com. Community	Peer Group	Non-Human	Inst'l	Program Activities: Direct Services: Counselling	Development Train/Place	Recreation	Behaviour Modification	Education	Separation	Opportunity Reduction: Diversion, Interfering	Target Hardening	Surveil.	Indirect Services: Service Modification	Case, Prog. Coord	Other	Location: Rural	Small Town	Large City	Effectiveness: Impact Study: Positive	Problems	Negative	Unknown/ Ambiguous	Process Evaluation: Positive	Problems	Negative	Unknown/ Ambiguous	No Evaluation: Planning	Doubtful
Recreational	Outward Bound Juvenile Project							X					X			X									X			X										



LEVEL I: DIRECT SERVICE PROGRAMS

Program Title: Experience Based Career Education

Portland, Oregon

Description

This is a flexible program model that has been implemented as an off-campus program as well as an in-school supplement to the traditional curriculum. Core features of the model are community work sites as the focus for student learning, a curriculum based on the individual career and academic needs, integration of work and school training projects, and the preparation of both college oriented and vocationally oriented youths to assume adult responsibilities. Toward this end, students participate for up to two years in the program, during which time competency is attained in both academic and career related fields. Teachers coordinate individualized learning programs in which students spend part of the school day in school and part in the work place. Additionally, opportunities to develop interpersonal skills and to learn about income tax, budgeting, etc. are provided.

Student progress is evaluated through the completion of learning projects. The topic and content of these projects is negotiated between the student and the staff and journals are kept by the students in order to record their experiences throughout the program.

Target Group

The program was initially designed and tested in Tigard, Oregon among high school students. It is now operating widely within the United States, and its effects are presently being tested in various special populations such as low income group, talented and gifted migrant groups and Native American youths. Five thousand

junior and senior high school students attend various programs across the country. Enrollment ranges from 20 to 300 students.

Effectiveness

This program was begun in 1971 by the National Institute of Education in the United States. Since that time many evaluations have been done both by local districts and by the national Educational Testing Service. A variety of techniques, from experimental designs to student case studies have been used and have addressed issues relevant to the program's objectives. The program's effects on juvenile delinquency cannot be assessed given that this question has not been addressed within the evaluation framework.

Results of one such experiment in 1975 revealed a general improvement among program participants in academic skills and career related knowledge, as well as increased positive attitudes toward other people and the school program. However no significant difference in attitude toward self and school was seen between this group and a control group which was not enrolled in the program.

Significant differences were seen in the knowledge and self-confidence necessary for entering the career of their choice.

The results listed here are only a very small sample of those made possible by this type of program. These programs seem generally to prepare students to take on the responsibility of adult employment and to qualify them to find jobs in areas of interest. Additionally, program participants begin to see the relevance of academic learning to their way of life.

Contact

Dr. Larry McClure,
Program Director
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Northwest Regional Educational Laboratory
710 Southwest 2nd Avenue
Portland, Oregon 97204
U.S.A.

Reference: Juvenile Delinquency Prevention: Compendium of 36 Program Models J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser 1980
Centre for Law and Justice - University of Washington, JD-45 Seattle Washington 98195 pp. 43-46

Program Title: Glastonbury Youth Services, Creative Experiences

Description:

This is a recreation program in which youths are recruited through newspapers, local youth services, schools, and their families to participate in recreational and creative events.

In addition to the main event which is the annual summer musical theatre production, a variety of other productions are held throughout the year. As well, the Youth Services Action Group completes one community project per month (for example, an annual "dog wash"). Free six week courses in subjects such as guitar playing, clowning, acting and yoga are taught by staff members and community volunteers. Special events (e.g., a Kite Day and Christmas Caroling) are held throughout the year and a tutoring service for students with academic problems is operated by volunteers from local schools and colleges.

The agency employs two professionals, four youths, four para-professionals, and one part-time support staff seasonally. Five to thirty volunteers are employed at any given time in a year.

Target Group

All citizens within Glastonbury are included in this program. Of the 600 yearly participants, 55% are female.

Effectiveness

There has been a reduction in juvenile crime in the area since the program's inception, with juvenile court referrals decreasing 45% in 1975-76. There has not been a controlled evaluation of the program, however, so it is not clear how much of this improvement can be attributed to Creative Experiences.

Contact

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U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45 Seattle, Washington, 98195 pp.52-54.

Program Title: The Greenhouse Program

Description

This program is based on the assumption that first hand experience is necessary in order to learn. The program attempts to merge academic, social and occupational training within a real life job setting. Toward this end, a broad variety of work related experience is provided at various employer sites.

Academic credit is obtained through the completion of individual projects which are planned by students under the supervision of learning co-ordinators. Problem solving and decision making skills are stressed, as is knowledge in a variety of areas. In-school workshops and seminars, as well as on-site training help students acquire these skills.

Target Group

This program was primarily aimed at disaffected secondary school students. The Greenhouse project dealt specifically with students in grades 10 - 12 in Rockville Centre public schools, New York. Program enrollment was 50 students, of which 93% were white, 5% black, 2% Hispanic. These disaffected students came primarily from middle income suburban homes. However, enrollment in the program was not confined to those students experiencing difficulty. Some untroubled volunteer participants felt that the program offered training relevant to their needs.

Effectiveness

The project was started in September of 1974 and in 1980 was validated as a "program that works" by the New York State Department of Education. In 1976 Greenhouse adopted the

Experience Based Career Education Model (EBCE) and became a pilot site with technical assistance from EBCE trainers. (See EBCE Model Description pg. 1.)

No data are available regarding the program's impact on delinquency rates or disruptive behaviour within the school. The program's goals however, were to promote a more positive attitude toward school, and improved academic and work-related performance. Students performance in these areas seems to have improved markedly as evidenced by the following evaluation findings.

Mastery of basic writing skills was demonstrated by 80% of Greenhouse seniors. One hundred percent of the graduating seniors showed mastery of basic oral communication skills. Additionally, Greenhouse students showed significantly higher levels of career planning and exploration skills, and more favourable attitudes towards both career planning and current school program than did a comparison group.

To date 89 students have graduated from Greenhouse.

Contact

Mr. Charles Alessi (Can also contact) (Mr. Elliot Garfinkel
Coordinator (Coordinator
Greenhouse Rockville Centre Schools (or
Shepherd Street (William Leary
Rockville Centre, New York 11570 (Superintendent
U.S.A.

Reference: NSRN Case Study Journal, April 1981 5530 Wisconsin Avenue, N.W. Ste 1600 Washington, D.C. 20015 pp.27-30

Program Title: Junior Police Cadet Program

Description

This program is being carried out within 24 schools in Detroit, Michigan. Designed to provide economically disadvantaged young people with meaningful summer employment, the Cadet Program teaches youths new skills and provides information on police career opportunities. Additionally, communication and a change of attitudes is promoted between police and juveniles.

The program seeks to provide discipline, order, meaningful work, a caring evnironment and payment for work done. The aim is to reduce delinquency, instill youths with a sense of pride and confidence, promote communication and decrease antagonism between police and juveniles.

Youths participate in intensive physical and military drill workouts and receive instruction in basic police patrol techniques, report writing, first aid, community resources, map reading, crowd psychology, drug education, budgeting, job application, personal hygiene, and cheque writing for one week at the end of the school term. These cadets then perform a variety of duties within the community including providing services to old people and participating in traditional police patrol duties.

Target Group

Fifteen hundred primarily black youths, within the 24 schools in Detroit have participated in the program to date. Females as well as males have participated but the ratio has not been reported. Although the program is primarily aimed at disaffected ghetto children who are economically deprived,

it should be extendable to any youth exhibiting a negative attitude towards police and law enforeement.

Effectiveness

It is not clear whether a formal evaluation was done on this project. The following findingswere reported with no description of data collection methods:

- the fifteen hundred youths undertook tasks which ordinarily would have been performed by paid police officers.
- a positive change in senior citizens willingness to go out into the community has been observed; worry of robbery and assault among senior citizens has dramatically decreased.
- youths who otherwise may have dropped out of school have remained in attendance since one requirement for employment as a police cadet is full-time attendance in school.
- youths' attitudes toward police and senior citizens have dramatically improved.
- a number of the cadets have gone to University, returning each summer to work with younger kids in the program.
- formerly high risk juveniles have been effectively "removed" from the justice system.
- since the program's inception no robberies or assaults on a citizen have occurred in areas where the youths are working.

- vandalism has been reduced in the area from a high of $170,000 before the program began to its present level of $20,000.
- youths in the program are described by Police Chief Moss as good citizens.

Contact

Reference source: "Running into the Arms of the Law" Jocelyn Marshall; Liaison Volume 8, No. 1, Jan. 1982, pp.328

Program Title: National Street Law Institute/District of Columbia Street Law Project, Washington, D.C.

Description

This program introduces courses on the legal system and all facets of law into the high school curriculum. Students receive credit for these courses, which are taught by law students. Additionally, classroom visits from attorneys, judges and police, along with court visits and participation in community projects are often included in the program.

Student involvement is encouraged through role playing, case study review, values clarification and simulation activities such as mock trials and negotiations. The full-year course culminates in a mock trial between two competing school teams.

In addition to the school component, an attempt is made to attain wide distribution of information about the law. Toward this end, law students teach law courses for adult education programs at prisons, and in mental facilities. Resources available to other interested groups include awareness workshops for teachers and administrators, assistance in design of training symposia, assistance in mock trial competitions, etc.

The National Street Law Institute, which is the sponsoring body, employs six full-time and two part-time professionals. The sub-project in Washington, D.C. employs three professionals, two support staff and forty Georgetown Law School student

volunteers.

Target Group

The parent body has served approximately 200,000 youths nation wide, and the Washington, D.C. project serves 1,000 of which 50% are male, 80% black, 5% Hispanic, and 15% white. Although primarily aimed at high school students, the program is also available to prison inmates and interested community members.

Effectiveness

The program has not been evaluated in terms of its effect on juvenile delinquency, students' attitudes toward law or their knowledge of the law. The program assumes that knowledge about the law will increase students' feelings of personal power and decrease alienation from the larger society. However, no information is available on these outcomes.

Contact

Mr. Jason Newman
Director
National Street Law Institute
605 G Street
Northwest, Washington, D.C. 2001

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45 Seattle, Washington, 98195 pp.75-78.

Program Title: The Peer Culture Development Program, Chicago

Description

This program sends professional group process trainers to schools, where they involve youths in peer counselling groups as part of the school curriculum. The aim of the program is to involve 'natural leaders' within the student body in the process of resolving school problems. Membership is voluntary and groups consist of 12 to 15 all male or female members. Trained group members serve as role models and counsellors to other students.

Students meet approximately 90 times during the semester and each session follows a specific agenda. Initially, problems are reported by the students and the most serious problem is identified. The student identifying this problem then facilitates a problem solving discussion and the group leader summarizes key points. As the appropriate climate evolves and problem solving skills develop, the focus changes to counselling other students. At this point, students experiencing difficulties are referred to peer counselling groups by teachers, counsellors, or community agencies. These students may spend one day to several weeks with the counselling group.

Target Group

The program has been implemented in nine Chicago junior and senior high schools, with a combined enrollment of 9,300. Forty percent of participants have been black, 30% white, and

30% Hispanic. The first phase of the program involves those students who demonstrate leadership qualities. Once the program is legitmized within the student population, it is opened to the entire student body.

Evaluation

A two year professional evaluation showed a significant reduction in truancy patterns (40%), discipline violation (59.8%), theft and violence (78.4%), and substance abuse (35.2%). Overall, students involved in peer counselling programs develop a sense of personal responsibility, self-esteem, and individual worth. It has been reported that the program has made a positive difference for students, school administrators, teachers, and parents.

Contact

Geanteary (Sonny) Luster
Peer Culture Development Inc.,
National Training Academy,
228 North La Salle,
Room 126
Chicago, Illinois 60601
U.S.A.

phone: (312) 236-4607

Reference: NSRN Case Study Journal, April 1981, 5530 Wisconsin Avenue, N.W. Ste. 1600 Washington, D.C. 20015 pp.55-58.

Program Title: PRIDE (Professional Resources in Drug Education)

Description

This is a three part drug abuse prevention program. Drug abuse is used as a topic through which decision making and value clarification skills are taught. Peer counselling projects and drop-in centre activities encourage the development of positive attitudes towards self and others. The program also teaches communication skills to parents and provides teachers with effectiveness training techniques. A third component of the program is the provision of alternative activities. School programs are expanded to include athletic and social events, personality development workshops, and parent involvement activities, all aimed at countering drug abuse.

The program which is still in operation was implemented in 1972 within all the schools in Hialeah, Florida. Presently, 75 employed professionals and 2,000 student volunteers are involved with the program.

Target Group

The project serves 250,000 youths form kindergarten to grade 12 in Dade County, Florida. Approximately 1/3 are black, 1/3 Hispanic, and 1/3 white; 60% are male.

Effectiveness

The program was evaluated in a rather poorly controlled study during 1973 and 1974. Results from a self-esteem post-participation test showed that participants at the secondary school

level (N=141) scored significantly better than did non-participants (N=130). These results held across grade level, area and sex. However, the participant group included students who were trained to be peer counsellors. As attitudes held by these students may have skewed the results for that group, it is difficult to draw definite conclusions about this particular effect. In conjunction with this evaluation, teachers reported improved schoool behaviour and student counsellors reported improved self-awareness among participating students. This program has not been evaluated for its impact on substance abuse or delinquency.

Contact

Ms. Joyce Hickson
PRIDE
5975 East Seventh Avenue
Hialeah, Florida 33013
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45 Seattle, Washington, 98195 pp. 104-106.

Program Title: The Student Management Team Program

Description

This program grew out of a concern among teachers and administrators that discipline had become the major problem within the schools. The program was developed and instituted in one junior high school in Nebraska. It's unique contribution when compared with simiar activities in other schools is the systematization of communication between teachers, students, parents and others in order to identify and solve student related problems.

The communication approach used in the Student Management Team consists of five steps. The first and second steps involve identification of a specific problem by the teacher and discussion of that problem with the student. Next, the parents become involved, and communication lines are established between parents, teachers, and students. The fourth step is counselling as needed with a school counsellor, psychologist, or social worker. The fifth step brings together all participants in order to review previous problem solving progress made and to facilitate a team approach to determining a solution. Ultimately such an approach spreads the responsibility of discipline and problem solving among all those involved in a student's life.

Target Group

This specific program is aimed at teachers and students within a junior high school in Nebraska. This school, with an enrollment of 625, is located in a primarily white, blue-collar rural environment, with small to medium industry.

The program's model of systematized problem solving should be extendable to all types of schools.

Effectiveness

Reported outcomes for this project are as follows:

1. A significant decrease was reported in the number of students referred to the school administration, and consequently administrative action for student misconduct had dropped from 30% in 1977 to 11% in 1980.
2. Vandalism has decreased.
3. This program identified and instituted a needed change in the school's existing alternative education program, from a disciplinary to a more academic orientation.
4. Higher achievement test scores, lower absenteeism, and improved community and parent attitudes were reported.

Contact

Mr. Larry Bradley
Principal, Columbus Junior High School
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Columbus, Nebraska
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Phone: (402) 564-7284

Reference: NSRN Case Study Journal, April 1981 5530 Wisconsin Avenue, N.W. Ste 1600 Washington, D.C. 20015 pp. 83-85

POLICE/SCHOOL PROGRAMS

* Police School Liaison (Winnipeg): This is an informational program in which police officers give presentations on selected topics concerned with law enforcement. No counselling or extra-curricular interaction with students occurs. This program had been running for over ten years when it was evaluated in 1979. An experimental study showed that students' knowledge of the law had increased as a result of the program but that there had been no increase in pro-police attitudes.

* Police School Liaison (Mendaham) New Jersey: This program combines information about law enforcement with actual court experience, rides in police cars, and mock prison experience. Students are introduced to the special problems faced by police officers and increase their understanding of how the law works. The program is run as part of a social studies curriculum course.

Reference Source: "Students and the Law Mendaham Style" Justine Kusnur, The Police Chief, June 1975, pp.59,60

* Law and Justice Awareness, Honolulu, Hawaii: This is a city wide police-school liaison program in which police officers provide information to students concerning law enforcement, attend school functions and recreational activities, and provide counselling and guidance to students and their parents in their homes. A 1975 evaluation revealed no change in student attitudes or knowledge about the law.

Contact: Chief Francis Keala
Honolulu Police Department
1455 South Barrytania Street
Honolulu, Hawaii 96815
U.S.A.

* Law in a Free Society: This program trains teachers to instruct students about the law, authority, freedom and related concepts. The program is designed to relate students' personal experiences to wider social and political problems and to facilitate the development of conceptual and analytic skills which can be applied in the context of their lives.

Contact: Charles N. Quigley
Executive Director
5155 Douglas Fir Drive
Calabasas, Carolina, 914302

* The Mott Program (Flint, Michigan): This program, which has been in existence for more than 15 years, makes use of a police-counsellor program to inform students about the law and to promote positive attitudes toward police. A well controlled study performed in 1970 revealed that student attitudes toward police improved as a result of the program.

Reference Source: "Police School Liaison: An Evaluation of Programs"A. Bouma and D. Williams, Intellect November 1971, p.119 to 122.

* The School Resource Officer Program (Tampa, Florida): In this program, police are guest lecturers and informal counsellors for students in junior and senior high schools. It has been reported that school vandalism has decreased in Tampa since the institution of a school resource officer in 1975.

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LEVEL II: DIRECT SERVICE PROGRAMS

Program Title: Berkeley Youth Alternatives - Alameda County

Description

This is a four part program consisting of a Crisis Centre, foster home program, legal services program and the Berkeley Youth Recycling Centre (an employment program for youths).

The Crisis Centre is the initial contact point for the program. It is open 45 hours per week and has a 24 hour hotline emergency service. Primarily, the Crisis Centre provides immediate intervention services for youths with acute problems and their families. Goals are primarily to assist the youths in resolving problems of immediate concern and, where necessary, to attempt a reconciliation with the family. Auxiliary services include legal aid, transportation, temporary shelter, food and clothing, advocacy, and referral to other community services.

The Foster Placement Program provides temporary housing for from one night to several weeks, until youths can be reunited with their families or placed in a long-term foster home. Additionally, efforts are made to prepare youths to meet their social, emotional, academic, and financial responsibilities.

The Legal Advocacy Program staff acting on behalf of the juvenile will arrange for housing and transportation, will make recommendations to court and will provide further legal assistance where necessary. The BYA attorney provides legal advice to program coordinators and to youth concerning their rights and responsibilities under the law.

The Berkeley Youth Recycling Centre provides juveniles with employment, career counselling, and educational assistance as well as the opportunity to learn the skills required to run a small business.

This is a youth run business which employs 24 juveniles at three sites established to accept delivery of recyclable goods.

In addition to these four components, BYS offers recreational activities and art classes for clients and community youths.

Target Group

The program offers services to youths up to the age of 17 who have family, legal, or personal problems. An average of 288 youths and 130 parents are served annually. Thirty-nine per cent of the client population are black, three per cent Asian, one per cent Native Indian, seven per cent Hispanic, forty-eight per cent white and two per cent other racial groups. Fifty-one per cent of those served are male.

Effectiveness

A process evaluation revealed that the agency is effectively providing most of its target services. Most favorably evaluated were the Foster Placement Project, publication of a Youth Law Handbook, management and research capabilities, involvement of youths in agency decision making, and the program's approach to providing comprehensive services. However, the amount of training provided program volunteers was judged insufficient to meet the trainees' needs. No conclusions can be drawn concerning this program's effect on the prevention of juvenile delinquency since these data were not gathered.

Contact

Mr. Ed Clarke,
Executive Director,
Berkeley Youth Alternatives,
2141 Bonar
Berkeley, California 94702
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Program Models. J. Wall, J.D. Hawkins, D. Lishner, and M. Fraser. Centre for Law and Justice, University of Washington ID-45, Seattle, Washington, U.S.A. 1980 pp. 20-22.

Program Title: Home Builders, Tacoma Washington

Description

This program involves intensive, short-term education-based therapy carried out in the home. The first therapy session may last up to eight hours and usually occurs during a crisis. Involvement generally lasts from three to six weeks, during which time therapists attempt to improve family interactions and to maintain the family as a unit. Several hundred hours of therapy and training may be required before the situation becomes fairly stable. Therapists maintain no more than three families per case load given the fairly heavy time demand per case and the ever present possibility of therapist "burnout".

A variety of therapies and parent training techniques are used, and,where possible,representatives from the local Youth Services Bureau, mental health center and other community service agencies are involved.

Target Group

This program is aimed at the families of youths who are experiencing a variety of problems ranging from truancy to psychosis. At least one family member must express a desire to keep the family together and no family is accepted if one of the members is positively opposed to participation. Of the approximately 110 families served yearly, 85% are white, 11% are black, 2% Asian, 1% Mexican/American, and 1% other. In 56% of the cases, the youth of primary concern is female. In 1976, 58% of the children involved were from 11 to 15 years of age; 24% were 16 and over. Slightly less than half of the families were single parent households, and 62% of the families had three

or more children at home when the crisis occurred. Sixty percent had incomes under $10,000 and twenty-five percent were between $10,000 and $15,000 per year.

Effectiveness

There are no data available concerning the impact of this program on juvenile delinquency or on family dynamics. However, a two year quasi-experimental study is under way at present.

To date a three month follow-up study has been conducted to assess the program's effectiveness in avoiding removal of youths from their homes. A cost benefit analysis revealed that it costs $2,507 less per client to provide this intensive family crisis service than to place problem youths in foster homes, group homes or institutions.

Contact

Dr. Jill Kinney or David Haapala
Co-Directors
Home Buildiers
5410 North 44th
Tacoma, Washington 98407

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45 Seattle, Washington 98195 pp. 55-57.

Program Title: In-Home Family Support Service

Des Moines, Iowa

Description

This is a social casework program in which a counsellor provides support services on an ongoing basis to four or five families. Working in conjunction with the family, the counsellor identifies problems and sets a time limited goal for their resolution. The goal of this program with its unique "in-home" feature, is to introduce the family to a network of community services and informal supports including homemaker services, parental training and advocacy.

Target Group

Although any family is eligible, the program's primary target is families who are in jeopardy of losing a youth to foster care or some other facility. Of the 70 families served yearly, 90% are white, 1% back and 1% Hispanic. Forty percent of the primary focus youths are male.

Effectiveness

This program has been evaluated by the Iowa State Division of Planning in terms of its effectiveness in keeping families together. An interim evaluation was conducted in which 15 of the 105 families served over a two year period were interviewed after treatment. Although this was not a rigorously controlled evaluation, 12 of the families did report improved communication, family stablization, increased family self-esteem, etc. Further, the program was deemed cost effective by the evaluator.

Since there are no data available concerning the impact of this program on delinquency, no conclusions can be drawn in this regard.

Contact

Mr. Douglas Stephens
Supervisor
In-Home Family Support Services
1101 Walnut Street
Des Moines, Iowa 50309

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45 Seattle, Washington, 98195 pp.58-60.

"Homebuilders, Keeping Families Together" J. Kinney, J. McCleave, B. Madsen, T. Fleming, D. Haapala; Journal of Consulting and Clinical Psychology 1977, Vol. 45 (4) pp.667-73.

Program Title: Project 7001, Inc.

Description

This is essentially a three part program for school dropouts consisting of academic upgrading, motivational and vocational training, and an employment referral service.

Individual programs are planned after an initial academic testing session. Youths with less than a sixth grade competency in reading and arithmetic are enrolled in a thirteen week academic upgrading component, which includes 300 hours of instruction in reading and arithmetic, and a payment of $1.20 per hour for participation. Vocational counselling is available for all participants as is a recreational club designed to promote attachments among peers.

Youths who are considered ready for employment are referred to private sector employers. On the job payment begins with an average starting salary of $3.25 per hour to be paid by the employer. A program coordinator monitors job performance in terms of the primary goal of the program which is to promote self-reliance. This program is one of 55 local Chapters of a national program. Technical assistance is available from the parent project, and local programs adapt the model to fit their needs and labour market conditions. The Philadelphia Chapter employs fourteen professionals, twelve para-professionals and three support staff.

Target Group

This program is aimed at high school dropouts, the poor, and under-or unemployed youths from 16 to 22 years of age. Referrals are taken from a variety of community and school

based organizations. Of the approximately 200 youths served yearly, 90% are black, 5% Hispanic, and 5% white. Sixty percent of the youths are female.

Effectiveness

No data are available concerning the program's impact on either long-term employment or delinquency. Data which are available deal with length of employment.

The 1978 report of Project 7001 in Philadelphia reveals major difficulty in matching available jobs to youths' interests and aspirations and in providing adequate academic upgrading. Many of the youths remain severely deficient academically and this interferes with functioning in job settings. Thirty-nine placements were made during the first six months of the project and 80% of these lasted at least 30 days. However, the goal for each job placement is for employment to continue at least 90 days, and it is not clear how many of the youths satisfied this criteron.

Contact

Mr. John S. McGown
Project 7001, Inc.
219 North Broad Street
Philadephia, PA 19107
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45, Seattle, Washington, 98195 pp.107-109.

Program Title: The Seattle Atlantic Street Centre

Description

This social case work program operated for 3 years, from 1965 to 1967 inclusive. Targetted clients participated in an intensive one to two year program designed specifically to meet individual needs. Services provided included weekly two to three hour group sessions, family and individual therapy sessions, summer camping and swimming parties. The worker also became the client's advocate where necessary. Case loads were limited to three per worker as each client required an average of 313 hours of therapy.

The client system theory which was applied to this program assumes that a youth, as the 'nucleus' of a system, is influenced by all other persons in his life. The goal of the program therefore was to facilitate internal change and to provide a youth with the skills necessary to deal with external influences. Although in an 'ideal' client system program, all influences would be dealt with equally, evaluators of this particular program agreed that the primary recipients of service would be the youth and his immediate family.

Target Group

The primary target group was hostile, acting out boys and their families living in an inner city, black ghetto. At the start of this program all of the high risk youths were in seventh grade; half of the youths had not committed an offence or had been involved in only minor offences.

Effectiveness

A well designed and controlled experimental follow-up

study found no difference between program participants and a control group during a twenty-four month service period or during an eighteen month post service period, in terms of frequency of school disciplinary or police contacts, or severity of known offences. It has been noted (W. Berleman et.al. 1973) that the failure of this program to bring about changes in participants' behaviour, coupled with past failures of other similar programs suggests that inner city youths may require radically different intervention strategies in order to acquire less destructive lifestyles.

Contact

Reference source: "The Delinquency Prevention Experiment of the Seattle Atlantic Street Centre; A Final Evaluation" William C. Berleman, James R. Seaberg, Thomas W. Steinburn

LEVEL II: OPPORTUNITY REDUCTION PROGRAMS

Program Title: East Menlo Park, California

Description

In order to avoid vandalism to twenty government owned houses in the area, ten junior housing inspectors recruited from local high schools were hired for a period of eight weeks and paid $50.00 per week for a five-hour day, five days per week. These youths were responsible for inspecting the property at least twice a day, preparing written reports of vandalism, notifying supervisors immediately when damage had occurred; and were required to attend job training and academic improvement classes twice weekly.

It was also expected that participants would exert peer pressure on those youths who were doing the damage.

A local football star was hired to supervise the inspectors as it was deemed important that this person should be able to relate to the youths. In his capacity as project supervisor, he was required to deal with vandals if both the junior inspector and junior inspector's family had failed in their attempts to rectify the situation. The project director and local law enforcement agencies were brought in if the attempts of the project supervisor failed. Neighborhood and family help was considered very important to the success of the program, since most of the vandals were in fact from the local neighborhood.

Target Group

The initial target of this program was the 127 homes in Menlo Park owned by the Federal Government. The vandals themselves may have indirectly benefitted from the program as a

result of their contact with inspectors and others, in that this contact may have decreased the impulse to commit future acts of vandalism. Although it is not clear in the report whether junior inspectors were at risk of delinquency, the general description provided implies that these children were not in need of preventive efforts.

The population in the Menlo Park area is approximately 18,500 with 60% black, 32% white, and 8% other.

Effectiveness

No data are available on the effects of this program on delinquency rates. However, vandalism to the target houses decreased, and subjective reports by police, neighbors, real estate management, and government officials were overwhelmingly positive.

Consequently, the initial eight week program was first extended to 12 weeks, and then to one year, and was expanded to include 112 government-owned houses in the area. This new contract also provided $25,500 for teenagers to maintain the appearance of the property.

Contact

Reference for this study: Nation's Cities Vol. 12 (3), March 1974 pp. 16-18.

Program Title: Elk Grove Vandal Watch

Description

This program which began in 1967 with one school, has grown to encompass all 17 schools in the Elk Grove School District. A total of 19 families have been allowed to lease trailer sites on school property for $100.00 per month and in return are expected to "babysit" the school and notify authorities of suspicious occurrences. To aid in this endeavor, electronic listening devices are being installed between the trailers and some of the schools in order to make the "baby-sitters'" job easier, and to alert them to problems during the night.

Target Group

The target for this program is the seventeen schools in the Elk Grove School District.

Effectiveness

There are no data concerning the effect of this program on delinquency rates. However, the Elk Grove School District reports a $20,000 per year saving as a result of the program.

Contact

Reference for this study: American School Board Journal Vol. 161 (7), pp. 36-39, July 1974. "Live-In School Sitters"

Program Title: San Antonio Independent School District "Lights Out" Program

Description

This is a comprehensive security and safety program designed to decrease vandalism in San Antonio. A central monitoring office co-ordinates the services of the police, fire department, campus patrol and a group of concerned citizens involved in a Crime-Watch program. A unique aspect of this program is the after dark lights-out policy which was initiated in 21 schools in 1975, and is presently operating in all schools within the district. All lights are turned off in schools during closed hours as it is assumed that darkness deters vandalism.

Target Group

All school district facilities within the San Antonio Independent School District are included in the program. District enrollment is 64,200 students in 65 elementary schools, 17 middle class school and 8 high schools. The student population is 20% black, 12% white and 68% Hispanic.

Effectiveness

At the end of the three month implementation period an evaluation showed a 31% decrease in vandalism costs within the 21 initial schools. This savings of $45,000, coupled with a $90,000 saving in utility costs clearly illustrated the program's success. Since that time, losses through vandalism have continued to decrease annually. Additionally, security patrol units have seen a

decrease in nighttime violations, school administrators' crime awareness has increased, and crime reporting has improved. Overall, the lights out concept is considered by local police to be a feasible approach to vandalism reduction.

Contact

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San Antonio, Texas 8208
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Phone: (512) 299-5715

Reference: NSRN Case Study Journal, April 1981, 5530 Wisconsin Ave. N.W., Ste. 1600, Washington, D.C. 20015 pp.67-70

LEVEL II: INDIRECT SERVICE PROGRAMS

Program Title: Berrien County Court - School Seminar Project

Description

This was a two year project which was started in 1976, and grew out of a concern over the increases in school violence and vandalism. In an effort to improve co-operation and communication between schools, social service agencies, police and the courts, and in order to better equip the schools to deal with discipline problems, representatives from 13 public school districts and two parochial schools, ten social service agencies and two law enforcement agencies participated in the program.

Six seminars were held to provide participants with information about the juvenile justice process in general and to specifically deal with how to work with youths exhibiting negative attitudes. Participants were expected to attend a majority of these seminars and were tested for their retention of material after all six seminars had been completed. In order to provide an additional incentive, college credit was awarded for successful completion of the project.

Stated goals of the project were to expand participants' awareness of the causes, prevention and treatment of delinquency; to provide participants with new ways of working with problem youths, thus improving services to these youths; and finally, to improve communication among educators, social service, and law enforcement personnel.

Target Group

Personnel from agencies dealing directly with problem youths were the main focus of this project. Seventy-two percent of the participants were drawn from schools (N=36), twenty-four percent from social service agencies (N=12), and four percent from law enforcement agencies (N=2). It was felt by program planners that providing education and training for those working directly with problem youths would result in a decrease in juvenile delinquency.

Effectiveness

An evaluation was done in 1978 during the second year of the project's operation.

While attendance at seminars and scores on the information test were not as high as had been anticipated, evaluators and program participants felt that the data collected did indicate that the program was successful.

First year participants were given a follow-up questionnaire six months after the final seminar to determine if they were applying what they had learned to their jobs; sixty-three percent responded. The findings were primarily very favorable. The most frequently noted benefit was the participants' newly acquired knowledge and their increased use of local agencies. Since no record of vandalism or other problem behaviours within the school was available, no conclusions could be drawn about the program's actual effect on these.

Contact

No contact source listed.

Reference: Berrien County Court-School Seminar Project 1977-78 Final Report C.J. Kehoe and K. Joyner, August 1978 County of Berrien, Michigan, U.S.A.

LEVEL III: DIRECT SERVICE PROGRAMS

Program Title: The Juvenile Services Project

Hamilton, Ontario

Description

This was a crisis oriented family therapy program which ran for a 24 month period in Hamilton, Ontario. Distinctive features of this program were its speed of response and availability of services, and its reliance on close collaboration between police and the mental health system. The family was chosen as the point of intervention, since it was deemed the most salient social system available to aid in the prevention of further delinquent behaviour.

Upon initial contact, a police officer and therapist visited the home together. The police officer conducted an investigation and the therapist offered to help the family with any child related problems. Therapists were primarily social workers and nurses from the Out-Patient Clinic of the local hospital. Short-term treatment was deemed most suitable for this crisis intervention; if more than six sessions were required, the family was referred to another agency or worker.

Target Group

Families of youths having two or more police occurrence reports filed for alleged offences, but who had not been charged to appear in court, were the main focus of this study. These youths were under fourteen years of age and had to be living at home at the time of the occurrence. The age range of clients was from 6 to 14 years, and the sample was predominately male (87%).

One hundred and fifty-four youths received treatment and of these, 63% were white, anglo-saxon, and protestant; one third were from single parent families; and 68% had had only one police occurrence prior to the alleged offence.

Effectiveness

The Juvenile Services Project was the first such program to be conducted in Canada and the most recent, overall, to be carefully evaluated. A well controlled pre-and post-test experimental design was employed in the evaluation, with data collected on the number of offences, seriousness of offence, and the number of charges laid for both the program participants and equivalent control group.

Findings of the evaluation indicated that, on the whole, the program's expectations were not fulfilled. During a two year follow-up period, participants in the program tended to have more court charges and higher recividism rates (62%) than did either control subjects (55%) or people who refused to participate. These findings are consistent with those from a number of American studies of similar programs.[1] It should be noted, however, that both clients and workers involved with the American programs consistently report that these programs are beneficial. It may be, therefore, that recidivism rates and police contact are not the only relevant measures here. Positive benefits of this program, such as reduced delinquency rates, may be evidenced over a long-term rather than within a two-year period. Such speculations, however, have yet to be researched.

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[1] "Cambridge - Somerville Youth Study", "Maximum Benefits Project", "Delinquency Prevention Experiment of the Atlantic Street Centre".

Contact

Reference for this study: Canadian Journal of Criminology Volume 21, (2) April, 1979. "The Juvenile Service Project: An Experiment in Delinquency Control" J.A. Byles, Professor, and A. Maurice, (formerly) Research Associate, Department of Psychiatry, McMaster University Medical Center, Hamilton, Ontario

Program Title: Western States Youth and Family Institute

Salt Lake City, Utah

Description

This behaviourally oriented family counselling program, is designed to increase communication and problem solving within the family unit. Both parents and children are trained to together negotiate contracts which define areas of responsibilities and privileges. The amount of time spent on learning specific skills and the type of problems addressed are tailored to meet the needs of the individual family.

Clinical psychology graduate students work with the families after receiving 24 hours of training and orientation to the program from program professionals. The project employs seven professionals. It should be noted that this program has been carried out in other settings using social agency personnel as service providers.

Target Group

One hundred and fifty youths aged 13 to 16 are served annually. About half of these are female, 80% are white, 15% are Hispanic and 5% Native Indian. Most are referred by the juvenile court for "status offences" and minor delinquencies.

Effectiveness

This program has been replicated and tested at the University of Utah's Family Clinic where juveniles with a record of behavioural offences such as truancy, running away and/or unmanageability are targeted for service. An experimental evaluation employing a treatment group, non-treatment control group and a traditional comparison group was conducted in the 6 to 18 month

period following completion of the program. This evaluation revealed that the recidivism rate of the treatment group was only half that of the other groups (26% versus 57%, and 50% respectively). For the purpose of this study, recidivism was defined as any referral to juvenile court. As well, only 20% of the treated families had another child referred to court after 3 years whereas the control group had a 49% referral rate and the comparison group a 63% rate.

Families in which juveniles did recidivate measured significantly lower in terms of interaction and communication than did those of non-recidivist youths. Interaction and communication were therefore seen as key factors in the preventicn of undesirable juvenile behaviour.

Contact

Dr. James F. Alexander
Department of Psychology
University of Utah
Salt Lake City, Utah 84112
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45, Seattle, Washington, 98195 pp.131-134.

OVERLAPPING LEVELS: DIRECT SERVICE PROGRAMS

Program Title: The Encounter Program

Description

This program was implemented in 1975 to counteract student alienation in large high schools. Approximately 600 students from Franklin K. Laine (New York City) High School participate in a daily, 40 minute group encounter session during a ten week period. A group climate of trust, caring, openness, and freedom promotes exploration of feelings, needs, and aspirations. The sessions are led by guidance counsellors and selected members of the teaching staff. Emphasis is on keeping commitments to self and others and developing personal responsibility. Student contracts are made with this in mind.

The program which was initially developed for a group of problem students referred by guidance counsellors, has now expanded to include non-disruptive students as well. A key consideration in adopting this program is the availability of well trained, experienced and committed staff.

Target Group

Five thousand students in grades 10 to 12 at a large urban high school have participated to date. This program should be extendable to other age groups as well.

Effectiveness

To date, evaluators of this program have examined the grades, attendance files, college and career office files of participants and have held discussions with students and parents. Results show that since entering the program, 60% of students are passing more courses, 86% have had fewer referrals to the Dean's office and 50% attend school on a more regular basis. Additionally,

most participants noticed an improvement in their relationships with their parents and other adults and a decrease in drug usage. Parents in turn, stated that communication with their children had improved.

No objective data are available concerning the impact of this program on delinquency.

Contact

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Principal
or
Fredda Chalfin
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Brooklyn, New York 11208
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Telephone: (212) 647-2100

Reference: NSRN Case Study Journal April 1981, 5530 Wisconsin Avenue, N.W. Ste. 1600 Washington, D.C. 20015 pp. 23-26

Program Title: National Supported Work Demonstration

Description

This was a complex, nation-wide employment incentive program which ran for five years at a cost of $82.4 million. A rigorously designed and implemented evaluation/research plan was incorporated into the program which was established at a number of work sites. Special efforts were made to involve the private sector and to enlist the aid of organized labour.

The program provided individuals who had encountered severe employment problems with approximately one year of work experience under conditions of gradually increasing demands, close supervision, and work in association with a crew of peers. The four "difficult to employ" groups of primary concern were mothers who had received social assistance for many years; ex-addicts; ex-offenders; and young school drop-outs, many of whom had a history of delinquency. The underlying assumption was that these severely handicapped individuals would become self-supporting members of society if given the opportunity to join the labour force. This report deals only with the youth segment of the program's activities and the evaluation of that segment.

Target Group (Youth Segment)

This segment was limited to 17 to 20 year old school drop-outs, half of whom had a record of delinquency and crime. The ratio of males to females was 6 to 1 ix percent of the participants were white, less than 4% were married, and 20%

had never worked. The average length of employment over the preceding year for participants who had worked was nine weeks and the average earnings were $827.00.

Effectiveness

Participants were compared to an unemployed control group in order to determine what impact the program had on their employment and earnings' potential. Results of this comparison showed that any impact that occured was sustained only as long as participants were actively involved in the program. Participants under 19 years of age, those with dependents, those raised in intact families and those with particularly limited work experience seem to benefit most. The program appeared to have no effect on the participants' use of drugs, no effect on return to school and very little effect on criminal activity. In conclusion, evaluators determined that the cost of the program far outweiged the perceived benefits.

Contact

Reference: SUMMARY AND FINDINGS OF THE NATIONAL SUPPORTED WORK DEMONSTRATION, The Board of Directors, Manpower Demonstration Research Corporation, Ballinger Publishing Company, Cambridge, Massachusettes, a subsidiary of Harper and Row, Publishers, Inc., 1980

Program Title: Neighborhood Youth Corps

Cincinnati

Description

This is an employment program which was operated from 1966 through 1968 by the public Board of Education in Cincinnati, Ohio. In an effort to reduce police contacts and delinquent/criminal activity amongst participating youths, jobs paying $1.25 per hour were assigned for up to 15 hours per week during the school term and 32 hours per week during the summer. Youths also received counselling concerning their problems, their progress in the program and the role and value of education.

Target Group

Males and females from 16 to 21 years of age, and particularly those with a background of poverty were eligible for the program. While a variety of youths were involved, the 132 youths studied in the program evaluation were primarily black and male.

Effectiveness

An experimental design involving the random assignment of youths to treatment groups and a non-treatment control group was used to test the effects of this program on juvenile crime. Despite this random selection, the non-treatment control group was found to be generally more delinquent prior to the treatment period than were experimentals.

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Effectiveness

An experimental design involving the random assignment of youths to treatment groups and a non-treatment control group was used to test the effects of this program on juvenile crime. Despite this random selection, the non-treatment control group was found to be generally more delinquent prior to the treatment period than were experimentals.

A fourteen month post-treatment follow up revealed no significant difference among the treatment groups and the control group in terms of serious offence charges even though participating youths were kept busy for up to 1,000 hours, while control youths were left to fill this time themselves. It was therefore concluded that being employed at a job for 15 to 32 hours a week seemed to have little effect on delinquent behaviour.

Contact

Reference source: "Juvenile Offender Program and Delinquency Prevention" Stevens H. Clarke; Crime and Delinquency Literature September 1974, pp. 390-392

Program Title: The Outward Bound Juvenile Justice Project

Description

This is a therapeutic intervention program which seeks to increase a youth's sense of personal control, competence and confidence and, therefore, reduce the need to indulge in delinquent behaviour. The program involves participation in a two week Outward Bound course which consists of high alpine mountaineering, rock climbing, nordic skiing, desert travel, winter camping and urban based adventure experiences. It is assumed that these activities will encourage positive interaction with peers, and increase decision making skills, impulse control, responsibility and group cooperation.

The 14 day wilderness course is adapted to the special needs of participants and ends with a two day city immersion phase to help juveniles apply wilderness learning to their daily lives.

Parents are involved in the program through meetings with the staff before their child enters the program and through participation in ongoing seminars. The program staff attempt to provide stable support systems for those youths who do not have them by maintaining contact after the program's completion. A staff youth worker is employed for this purpose.

Target Group

Many programs in the U.S. and Canada have been modelled on the Outward Bound School. For this particular project forty-eight youths are served yearly : 70% white, 15% Hispanic, and 5% other. While delinquent youths from 14 to 17 who have been involved

with the juvenile justice system are the main focus of this project, the concept is extendable to a broad range of problem youths.

Effectiveness

The program is now in its third year of operation. A six months evaluation conducted at the end of the second project year (1980), revealed that the program had met or exceeded its objectives in reducing juvenile crime recidivism and family conflict, and in improving participants' self-image, decision making skills and sense of responsibility. Only 2.9% of program participants were re-arrested within 6 months following program participation.

Contact

Richard Weider,
Director
Colorado Springs Program
Colorado Outward Bound School
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Colorado Springs, Colorado 80903

phone: (303) 471-8604

Reference: Justice for Our Children, pp.97-101
D. Romig
Lexington Books
D.C. Heath and Co.
Toronto, Ontario
1978

Program Title: Partners

Description

This program brings together junior and senior partners in a relationship which is designed to promote trust, honesty, open communication and a sharing of values; to encourage the recognition of self-worth; and to promote the exploration of ways to cope with the world.

Senior partners are generally white, middle class "successfully coping adults" in their early 30's who spend at least three hours per week with their junior partner in a fairly unstructured way. Recreational and educational activities are encouraged.

An affiliated alternative school program, and special projects such as a Restitution program, an Alcohol and Drug Abuse Prevention Program, a wilderness experience program, and a trail biking and river rafting program are available to junior partners in conjunction with the relationship component.

Professional staff provide scheduled counselling at least once every two weeks, crisis counselling as needed and a referral service. Two hundred and twenty-five doctors, dentists, and optometrists provide comprehensive medical assistance on a voluntary basis.

Target Group

The primary focus of this program is youths from ten to eighteen who may or may not be in trouble with the law, but who have been identified as "at-risk". Although participants are referred by juvenile justice system agencies,their entry into the program is on a voluntary basis. Partners will not accept youths

for whom program participation is a mandatory condition of juvenile court sentencing. Of the seven hundred youths in several centers in the United States who are served annually, approximately 20% are black, 40% Hispanic, and 40% white. Slightly more males than females are served.

This program should be extendable to any juvenile who is experiencing difficulty and could benefit from an ongoing relationship with a coping adult.

Effectiveness

The program has been evaluated several times. A summary evaluation using recidivism rates as an index of effectiveness compared 115 junior partners with 834 youths who had not participated in the program. Both groups of youths had had some prior contact with the criminal justice system. For the purpose of this study, recidivism was defined as "repenetration into the Justice System to or beyond the point of previous exit".

Using a pre-post test design, it was determined that over a 16 month time period the junior partner group had recidivism rates 20 to 30% lower than the comparison group. Although the comparison group was not a perfect match in terms of age and nature of offences, results do suggest that the program is effective.

Contact

Mr. Jeff W. Pryor
Executive Director
Partners, Inc.
1260 West Bayaud,
Denver, Colorado 80223
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45, Seattle, Washington, 98195 pp.88-91.

OVERLAPPING LEVELS: INDIRECT SERVICE PROGRAMS

OVERLAPPING LEVELS: INDIRECT SERVICE PROGRAMS

Program Title: Pomona Valley Juvenile Diversion Project

Description

This is a cooperative project carried out in five cities in unincorporated areas of Pomona Valley, California. Prevention and diversion are the joint aims of this project which attempts to coordinate social service agencies, law enforcement agencies and schools in a concerted effort to reduce the rate of intake of juvenile offenders into the Criminal Justice System.

Program participants are offered a variety of services including parent and youth education and counselling programs provided by trained community residents and college students, and individual counselling, tutoring, recreation, wilderness training and alternate school programs purchased from other community based agencies.

In addition to these services, the project includes an education component through which youths are either hired and paid to work in the public and private sector or participate in the juvenile diversion businesses program. These businesses, including a wood shop, recycling program, urban horticulture program and motorcycle repair shop, are run by the youths with staff supervision. Career planning and guidance classes are also offered in conjunction with the employment programs.

PVJDP personnel also participate in a joint school and law enforcement agency sponsored truancy program entitled "Operation Increased Attendance" and two staff members work with juvenile gangs to encourage participation in positive activities.

This project employs three professionals, three paraprofessionals, six support staff, and one youth staff member.

Target Group

High risk youths (52% of clients) and/or those youths who are already in conflict with the law (48% of clients) are the primary focus of this program. A minimum of 50% are referred by law enforcement agencies, while drug abusers and those with school related problems are referred by other social agencies. Of the 800 youths served annually, 60% are male, 40% black, 40% Hispanic and 20% white.

Effectiveness

Although this program was monitored over its four year period of operation, individual youths were only investigated during their year long participation and no follow-up data was obtained.

A review of the evaluation does suggest a relationship between the rate of recidivism and the seriousness of original offences. Generally, programs with the lowest recividism rates were those which dealt with clients who had commited the least serious offences. It has, however, been suggested (J. Wall, 1980), that such programs rather than reducing youthful contact with the justice system, may well increase it, and that program participation may have been an unnecessary intervention into the lives of these youths.

Contact

Mr. John Owsley
Pomona Valley Juvenile Diversion Project
568 East Foothill Boulevard
Pomona, California 91767

Reference: Juvenile Delinquency Prevention: A Compendium of of 36 Program Models, J.S. Wall, J.D. Hawkins, D. Lishner, and M. Fraser. pp. 92-95; Center for Law and Justice, U.S.A. 1980

Program Title: Youth-Community Development Project
Waterville, Maine

Description

The purpose of this program was to coordinate the formation of several advisory committees composed of representatives from schools, youth service agencies, clergy, and the like in order to identify problems relating to youths, and to bring available resources to bear in an effort to address these problems. Identification of areas of concern was accomplished through discussion within the committees and through a Youth Needs Assessment Survey, which was sent out to 1,000 youths in five rural towns.

As a result of this process, general areas of concern were identified and action was taken to develop programs which would rectify the situation. Different service systems and agencies were brought together to collaborate on the development of programs. An example of this was the creation of an upgrading program through the cooperative efforts of a Community Action Agency and the State Department of Education. Under-utilized human and physical resources (e.g., schools, in the evenings) were identified and were made available for youth activities. Consciousness raising presentations were organized and delivered to youth service agencies in order to heighten awareness of the identified problems. Committees which worked to improve youth employment, health, education, and legal services were formed. And finally, youths were encouraged to develop their own councils in order to plan and implement programs for themselves. Efforts were made to include a wide variety of juveniles in these councils, and local media were

enlisted to advertise the program.

Target Group

All youths within the rural towns involved were viewed as the target population. The population was 100% white with an even distribution of males and females.

Effectiveness

While there are no data available concerning the program's broad effect on delinquency rates within the communities, it has been reported that 54 of 62 juveniles who were referred by the justice system had no further contact with a law enforcement agency over a subsequent eight month period. This was perceived to to be a positive reflection on the program. No information was available on delinquent acts committed by participants referred by other sources.

Over the course of one year the project involved 36% of the area's youth in community activities of more than 6 weeks duration. Approximately 2,000 youths were served directly and 4,000 indirectly and over 1,800 hours of volunteer service were provided. Although some of these youths may have become involved in local activities even withou the project, it was noted that "substantial differences in the number of options open to adolescents for experiences in positive development" were made available through the project.

Contact

Mr. David Whalen
Youth Community Development Project
State YMCA of Main
173 Main Street
Waterville, Maine, U.S.A. 04901

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Model Programs, J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser, 1980; Centre for Law and Justice - University of Washington, J.D.-45, Seattle, Washington, 98195 pp. 139-141.

LEVELS I, II, III, OVERLAPS: DIRECT/INDIRECT/
OPPORTUNITY REDUCTION PROGRAMS

Program Title: The Alternative Learning Project

Providence, Rhode Island

Description

This program operates within the public school system of Providence, Rhode Island. A student to teacher ratio of 16 to 1 allows for a highly flexible, individualized program of study. Responsibility for program design is assumed by the student.

Although basic skills and career concerns are emphasized, academic and fine arts courses, external courses at local colleges, vocational placements and special projects as needed are also included in the curriculum. A diploma is awarded upon attainment of competency in basic academic courses and life skills.

Committees composed of students, parents and teachers are responsible for the development of policy on curriculum, budget, discipline, communications and program coordination as well as for staff and student reviews. A Family Life Peer Counselling Service and Child Care Center are also provided.

Target Group

At present, 150 students in Grades 9 to 12 from schools throughout the city are involved with the program. Participant selection by lottery was determined on the basis of city-wide proportions of sex, race, family income and grade level. No attempt was made to include the status of students relative to the justice system as a criteria for selection.

Theoretically, the program should be extendable to all students who are dissatisfied with traditionally structured schooling.

Effectiveness

This program appears to provide a supportive environment within which students who are dissatisfied with traditional education can experience success and be exposed to training that is geared to their own "real" needs. The program has not been evaluated for its effect on delinquent behaviour. It has been reported, however, (Educational Programs That Work, U.S. Office of Education, 1977) that the project has significantly reduced absenteeism and dropout rates, and participants showed marked improvements in self-esteem and attitudes toward school. Furthermore, 65% of ALP students entered college - a definite increase over traditional entrance rates.

This program may work best for students who are able to tolerate a high degree of freedom, since a great deal of self-motivation is needed to derive maximum benefits from the program.

Contact

Mr. Paul Gournaris,
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Alternative Learning Project,
Dissemination Services
321 Eddy Street
Providence, Rhode Island 02903
U.S.A.

Reference: Juvenile Delinquency Prevention: A Compendium of 36 Program Models. J. Wall, J.D. Hawkins, D. Lishner, and M. Fraser. Centre for Law and Justice, University of Washington ID-45, Seattle, Washington, U.S.A. 1980 pp. 17-19.

Educational Programs That Work: Vol. IV., 1977. U.S. Office of Education, Dept. of Health, Education and Welfare. Washington, D.C.: U.S. Government Printing Office (Winter) pp. 1-3.

Overview: Detailed Discussion of Alternate Education and

Implications for Delinquency
Alternate Education: Exploring the Delinquency Prevention Potential J.D. Hawkins and J.S. Wall, 1980. National Institute for Juvenile Justice and Delinquency Prevention, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, Washington, D.C. U.S. Government and printing office.

AREA PROJECTS

Three programs are presented together as they are broad in scope and have some interesting aspects but are not unique enough to be reported separately.

* Project CARE Co-operative Agency Rehabilitation Effort: This was a multi-service program which brought together community service members, parents and teachers from several communities in order to improve the quality and quantity of services rendered to juveniles. Participants in this program which was applied to three high schools in Portland, Oregon, showed a marked improvement in classroom behaviour, attendance, and involvement.

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220 Northeast Beach
Portland, Oregon 97212
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Phone: (503) 188-5361

* Montana Youth Services System: This is a youth development bureau operating as a part of the National Strategy for Youth Development. Using advocacy of quality youth services as a focus, programs have been developed to address specific problems within communities across Montana. These communities are primarily rural small towns and therefore the problems encountered are much different from those found in large cities. Alcoholism was identified as the primary source of difficulty in the five small communities which have received such programs.

Reference Source: James Grady
Program and Planning Analyst
Montana Youth Development Bureau

or

U.S. Department of Health
Education and Welfare Social and
Rehabilitation Service
Youth Development and Delinquency
Prevention Administration
Washington, D.C. 20201
U.S.A.

* Laine County Youth Project, Oregon: This is described as a "Hinterland" community program which was developed to control delinquency in a rural environment. The county-wide project provided direct counselling and advocacy services to individuals and facilitated the coordination of agency services.

Reference: "What's New in the Prevention of Youthful Offending" A. Morris, Correctional Research November 1964 p.25

Program Title: Community Crime Prevention Program

Seattle, Washington

Description

This program enlists the support of residents, local leaders and the police in an effort to reduce burglaries and crimes against property in particular areas of Seattle, Washington. Residents within targeted areas are contacted and informed of the program's services through individual block meetings. Four tactics are used to help residents recognize and decrease risks of burglary:

- Homes security checklist and lock displays are used to provide information on how to increase home security.
- Owners are encouraged to engrave their license numbers on all moveable property, and encouraged to display decals warning potential burglars that property has been marked.
- Block Watches are formed through which ten to fifteen families on a block exchange information about their schedules and habits and report suspicious activities to each other and the police.
- Information about burglary and its prevention is provided in order to promote citizen awareness of their role in reducing burglary.

The program attempts to involve at least 40% of all residents within a particular area in all four of the burglary prevention tactics.

Target Group

Neighbourhoods with predominately low income, single family or duplex dwellings have been found to be most vulnerable to burglaries and are therefore the primary focus of this program. The concept, however, should be extendable to a variety of neighbourhoods and areas.

Effectiveness

The Seattle CCPP, along with 23 other programs, has earned the National Institute of Law Enforcement and Criminal Justice's "exemplary" label. Only those programs noted for their overall effectiveness in crime receive such acknowledgement.

Burglary rates were found to decrease significantly (61%) within program areas and a feared displacement of burglaries to nearby neighbourhoods did not materialize. Evaluators report that since the project's effects last from 12 to 18 months, some sort of "re-treatment" may be necessary after this time.

No data are available specifically concerning the effect of this program on juvenile delinquency rates. However, since a large proportion of burglaries and acts of vandalism are committed by youths, it is expected that application of this program would result in a significant reduction in those crimes.

Contact

Mr. Mark Howard
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Community Crime Prevention Program
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Seattle, Washington 98104
U.S.A.

Program Title: Country Roads

Description

This program provides crisis intervention and advocacy services for runaways and other youths in crisis on a 24 hour basis. Counselling and support services including the provision of emergency food, clothing, shelter, and legal/medical services are available to youths. In return, these youths are required to contact their parents within 72 hours.

The program which began in 1976 as a simple crisis intervention project, has since grown to encompasss youth advocacy and community education services. Support services within the program are as follows:

- Road Runners: Peer counsellors trained in crisis intervention and counselling
- Parent Support Group: A support group in which parents of runaways are able to share their experiences with other parents in a similar position.
- Temporary Shelter Care Group: A training group for those parents and individuals who provide temporary shelter care for the runaway.
- Special After Care Program: Workshops and groups through which youths learn about employment, sexuality, marriage, dealing with bankers, social workers, and general skills for fitting into the community.
- Young and Pregnant Women's Group: Support counselling, information and education to young pregnant women.

- Youth Employment Project: Employment counselling and job placement service.

Target Group

To date the program has provided emergency shelter to 151 youths (62 male and 89 female), between the ages of 13 and 19, (mean=16). The predominately white (99%) clientele spent from one to 215 days in temporary care. Additionally, 359 other youths and families were served by the program.

Effectiveness

This program has been evaluated along with 19 other National Runaway Youth Programs. Although the process evaluation did not address the program's effect on juvenile delinquency or its long-term outcomes, it did reveal that planned services were being delivered. Over the short-term 58 of the 151 sheltered youths were returned to their homes, 31 continued living independently, 54 were placed in other homes, 3 were institutionalized, 3 ran away from placement shelter and only 2 were incarcerated in a juvenile jail. These short-term results illustrated the program's positive impact on its target group.

Contact

Ms. Liz Rocklin
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Reference: Juvenile Delinquency Prevention: A Compendium of 36 Program Models, 1980 J.S. Wall, J.D. Hawkins, D. Lishner, M. Fraser
Centre for Law and Justice - University of Washington
ID-45 Seattle, Washington 98195 pp. 37-39.

SCHOOL BASED VANDALISM PROGRAMS

A variety of programs have been implemented to reduce vandalism. Examples of these with references for further information, are listed below:

* AltaLoma Junior High - California: At the beginning of the school year, a special fund based on the previous year's vandalism costs is established and monies deducted from it for each act of vandalism committed. At the end of the school year, students can spend monies left in the fund. In 1972-73 vandalism costs in the south San Francisco Unified School District, of which AtlaLoma is a part, fell from $40,000 to $7,000. Student committees from participating schools were, therefore, able to spend the remaining $33,000 on school improvements. These improvements to date have included outdoor ventures, small landscaping projects, and audio-visual aids.

*Farmington, Maine District No. 9: A super-eight milimeter monitor camera is mounted above school bus drivers in this district in order to monitor disturbances and decrease vandalism in the school buses. At the first sign of a disturbance, bus drivers activate the camera in order to record the disturbance. The effectiveness of this strategy has not been assessed.

* W. Brown Junior High, Dallas, Texas: A sixteen camera closed circuit surveillance system was installed in this school in an effort to reduce the number of assaults and other incidents of violence. An estimated 80% decrease in incidents has occurred since the installation of these cameras.

* Jefferson County, Kentucky: An intercom reverse system was installed in the 102 schools in this district in order to monitor them after hours.

Intercoms in each school detect noises and feed them into a simple alarm device which in turn alerts local police. Vandalism costs were seen to decrease from $150,000 to $33,000 over the course of a year.

* Foulton County, Atlanta Georgia: Eighty-one schools in this district have installed microwave sensor detection systems in order to monitor break-ins and vandalism within the schools. Civilians are hired to monitor the computer equipment 24 hours a day, and as a result the district has received two 10% decreases in insurance rates and has noted an 80-90% decrease in vandalism.

* Decatur, Illinois: Thirty-seven schools within this district consistently remove all money from their premises overnight. This removal of valuables is widely publicized in local newspapers, on radio and T.V. stations, at P.T.A. meetings and through strategically placed signs around the schools in order to ensure community-wide awareness of the practice.

Reference source for the above programs: "Vandalism" Nations Schools Vol. 92 (6) December 1973, pp. 31-37.

* Syracuse, Central School System, New York: An outdoor lighting program was instituted in this school district in 1965. Although no assessment of this program's effectiveness is reported, school authorities indicate that the lighting is an indispensible part of the city's anti-vandalism program. Additionally, the public has increased its night-time use of the well lit buildings.

Reference: "Vandals Don't Like the Spotlight" American School and University Vol. 43 (5) January 1971, pp.26-28.

* Wethersfield School District, Connecticut: This school district has combined increased security in the form of teacher patrol during school hours with a concerted effort to upgrade the school's

physical condition. As the work of custodians is viewed as essential to this process of reducing the occurrence of vandalism, persons holding these positions are paid competitive salaries and treated with respect. Vandalism costs have not increased over the past few years since the institution of this program.

Reference: "Keep it Looking New" School Management Vol. 17 (9) 1973, pp. 22-23.

*Alexandria Virginia: This school district has cut vandalism losses from $175,000 to $55,000 per year by utilizing a number of target hardening systems in each school. These systems include intrusion detection devices, public address systems to monitor sounds and a closed-circuit T.V. system.

Reference; "Three Projects Reduce Juvenile Vandalism" Criminal Justice Newsletter, Vol. 7 (23) November 1976 p. 6

* Police Patrol: In a number of cities in the United States local police have instituted unique patrol programs including saturation patrolling over various daytime shifts, split force patrolling, neighbourhood team policing, and apprehension oriented patrol. Evaluations of these programs have yielded ambiguous results.

Reference: "Prevention of Crime and Delinquency" Anne Newton, Criminal Justice Abstract, June 1978, pp. 245 to 267.

Program Title: The Teachers Corps. Youth Advocacy Project
School Crime Intervention Component

Description

The goal of this project which was conducted in Alhambra High School in Phoenix, Arizona during the 1977-78 academic year was to reduce school crime, violence and other forms of anti-social behaviour. Student action teams were established in order to promote pro-social activities and to work with staff members to develop positive ways of dealing with students. It was also hoped that the project would not only decrease students' feelings of alienation and increase their active participation in learning but would improve relationships between the school and the community.

Student action teams under staff supervision planned and carried out community activities of particular interest to the youths in their area. These activities included peer advice groups, problem solving training, the establishment of a student smoking area, a food drive, redecoration of school bathrooms, and landscaping of school grounds.

All participating students received course credits for their involvement in the project.

Target Group

Although this project was available to all students in Alhambra Junior High School, its stated goal of reducing school crime implies that the preventive efforts may have been indirectly aimed at those youths committing delinquent acts.

Effectiveness

A process evaluation carried out from September 1977 to June 1978 revealed that not only were the intended services being delivered, but that the project benefitted students and teachers in several important ways. A marked improvement was noted in students' ability to solve problems and perform tasks appropriately; grade point averages, attitudes toward school and attendance improved; the dropout rate decreased and there was a reduction in the number of students exhibiting discipline problems. More teachers (at least 50%) participated in some form of in-service training and faculty members gained valuable experience in supervising student-initiated activities and in documenting and evaluating these activities. As well, an increased usage of school facilities by parents and community members was noted as a result of improved access.

An impact evaluation of the project revealed a number of changes in the school climate. These changes included an increase in the number of students describing the school as a friendly or usually peaceful place (90% in 1977-78 compared with 77% in 1976-77), and a decrease in the number of students reporting that the school became more dangerous (4% in 1977-78 compared with 24% in 1976-77).

School crime was reduced by 12% and student suspensions by 44% during the project year, and incidents of violence decreased as did the dropout rate and the cost of vandalism.

Although these results were found to be encouraging, problems in the experimental design preclude the possibility of definitely

attributing these outcomes to the program. A severe dropout rate in the untreated control group, and the use of a different population in the comparison group prohibited cross-group comparisons.

In conclusion, the evaluator recommended that program personnel make an effort to involve larger numbers of adults on the action teams, and that students, the co-ordinator and project staff receive training in needs assessment and evaluation skills.

Contact

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Project location: Phoenix Union High School System,
Alhambra High School
3839 West Camelback Road
Phoenix, Arizona 85019
U.S.A.

Reference: Cycle XI Project Evaluation 1978, Arizona State University - Teachers Corps., Tempa, Arizona 85281

Program Title: Youth Service Bureaus-California

Description

Because this heading covers a variety of programs which differ from one another to varying degrees but which all share similar characteristics, a general overview of the Bureaus is presented.

Typical youth service bureaus are private, non-profit agencies, each operating in a single community or county with Federal, State or local funds. While some bureaus are run by local police or probation departments, many maintain a formal independence from the justice system and other government agencies. This independence is reflected in the image these agencies project. Bureaus are set up in converted homes or other non-official settings and staff characteristics and dress suggest a non-threatening, non-judgemental attitude toward youth.

Clients who utilize the services of the Bureaus do not tend to be severely maladjusted or criminal and are therefore not treated as such. Bureaus originally acted as brokers between youths and other agencies and many staff members still function as advocates offering support and referral services. The main emphasis in most agencies now, however, is on providing short-term, non-intensive counselling to juveniles and their families.

The primary feature which distinguishes these Bureaus from other agencies working with youths is their emphasis on providing alternatives to traditional responses and services. Police YSB's, for example, expand their legalistic/statutory response to client problems to include positive services such as support and guidance.

Target Group

Youth Service Bureaus tend to focus on juveniles who cannot or will not accept help from traditional agencies or resources such as mental health organizations and psychologists. Some do not qualify for help from these sources, some cannot or will not pay for these services and some are poorly motivated. Many, while recognizing their need for assistance, are uncomfortable with the perceived stigma attached to accepting help from traditional resources.

Effectiveness

An extensive evaluation study of nine Youth Service Bureaus was conducted in 1980. Although the identity of these Bureaus was not revealed, it was noted that six were private agencies, two were attached to probation departments and one was operated by a police department.

Clients received an average of 34 hours of service (range: 4 hours to 185 hours) and an average of 647 clients (range: 100 to 2000) were served per year. Individual, family and group counselling were the primary modes of treatment used.

No evidence was found to indicate that the Bureaus reduced delinquent behaviour although they were shown to effectively divert youths from the traditional justice system. Agencies and individuals involved with the programs felt that Youth Service Bureaus were valuable and necessary, filled a perceived gap in services, and complemented efforts of other agencies.

Evaluators noted that because the short-term effects of this program were inconclusive, long term effects might be the most appropriate measures to determine the Bureaus' success.

Contact

Reference Source for "Youth Service Bureaus": An Evaluation of Nine California Service Bureaus"
California Youth Authority, Division of Research, 4241 Williamsbourgh Drive, Suite 217, Sacramento, California 95823

APPENDIX I

CRIME PREVENTION FROM THE JUSTICE SYSTEM PERSPECTIVE:

A CONCEPTUAL AND PLANNING MODEL

Level of Justice System Entry	Non-Involvement of the Justice System	Involvement of the Justice System Crime Prevention Administration			Traditional Administration
	0 (Pre -)	I	II	III	IV (Post -)
		Prevent Entry into Justice System		Minimize Entry/Diversion	
Goal	To enhance general physical and social well-being; crime prevention an unintended or minor goal.	General Awareness/ Responsibility To prevent crime from occurring originally by modifying criminogenic aspects of the social and physical environment; by increasing awareness about the law and crime, and how to reduce the probability of victimization.	At risk intervention To identify "high risk" factors which might precipitate crimes and "at risk" groups or individuals who have a higher probability of criminal involvement or victimization and intervene to prevent any occurence of crime.	First entry intervention To identify first and/or minor offenders and the victims or sites of such offences, the purpose being to divert the offender from further entry into the system and assist the victims to the extent possible in a voluntary, non-coercive way.	To deter and control crime, prevent recidivism, etc. through the enforcement of laws, court procedures and the imposition and administration of sanctions
Activities: 1) Social Groups/ Individuals The purpose is to focus on maintaining or modifying the motivations, attitudes and behavior of people in general or of potential or actual offenders and victims.	Prenatal, perinatal, postnatal care Physical/mental health care Parental Training Social Welfare Education/ Training Employment Opportunities DayCare Alternate Schools Busing Boys/Girls Clubs	Police/school liaison Drug/Alcohol awareness Crime prevention education Remedial Classes Teen Centres Justice Councils Court Tours	Offender/Motivation: Counselling Alternate schools Employment skills Victim-Oriented: Programs aimed at groups who are more prone to become victims due to age, gender, etc., e.g., rape prevention	Offender/Motivation: Diversion programs Gang/Street workers Victim-Oriented: Victim service Compensation Restitution	Offender/Motivation: Rehabilitation Fines Denunciation Reparation Victim Oriented: Victim Assistance (Reparation) Rape Counselling
Activities: 2) Physical/Social Environment The purpose is to focus on preventing or reducing opportunities within the environment to commit offences or to be victimized. The major goal is the protection of society; i.e., prevent the probability of victimization	Housing Recreational Facilities	These programs can be applied to Levels I-IV depending on the assessment of the needs of victims or potential victims and the degree of risk of victimization: Police/foot patrols Neighbourhood Watch Street lighting Security Surveys Curfews Crime Prevention through Environmental Design Operation Identification Target Hardening	As in Level I	As in Level I Offender/Opportunity: Voluntary probation/ Surveillance	As in Level I Offender/Opportunity: Incapacitation Surveillance

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